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AUTHOR Peters, Richard O.
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ABSTRACT

The document describes one component of a New Hampshire Experimental Schools Program (ESP) project to develop a K-12 career/vocational education program. By placing selected students at community resource sites, the program has taken advantage of both physical and human site resources. Skilled community craftsmen/tradesmen function as off-campus instructors, working directly with high school students and evaluating their skills development progress. The incorporation of site resources has expanded vocational courses and skill development experiences for students, and site facilities supplement the schools', at no additional cost. Limitations restrict the number of students who can be placed at sites at any given time; to determine students' readiness for site placement and to determine the instructional value of the placement, it is necessary to determine each students' entry level abilities. Testing and placement procedures are briefly outlined. Appended are the training site placement forms, correspondence forms, a training agreement form, student reporting form, samples of course objectives, and the site supervisor's trainee evaluation form. (Author/AJ)

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THE PROCESS OF STUDENT PLACEMENT AT COMMUNITY RESOURCE SITES FOR PURPOSES OF PRE-EMPLOYMENT TRAINING AND VOCATIONAL SKILLS DEVELOPMENT

Richard O. Peters, Ed. D.

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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STATEMENT

As stated in the ESP Training Site Program literature, student placement at community resource sites[1] promotes the development of skills related to given occupations, orients students to the world-of-work, and provides them with exposure to occupational choice fields.

The overall purpose for placing students at training sites is to provide them with pre-employment experiences which result in hands-on skills acquisition and practical application in on-the-job settings.

EXPERIMENTAL SCHOOLS PROGRAM

Since July 1973, the New Hampshire School Supervisory Union 58's Experimental Schools Program (ESP) project, funded by the National Institute of Education, Washington, DC, has been involved in the development of a Kindergarten through grade twelve career/vocational education program.

As stated, the purpose of the career/vocational program is "to develop a degree of credibility within the education process of Union 58 which makes it an integral and perceived part of the day-to-day, real life process of individual growth and accomplishment".[2]

With the operationalization of the Union 58 ESP project, the career/vocational education component has been charged with providing students with a perceptual enrichment process - to acquaint them with a broad spectrum of both present and future career employment opportunities; providing both in-school and 'on-the-job' training opportunities which enhance skills development in a variety of occupational areas; and incorporating human and natural resources into the curriculum.

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[1] Community resource sites: those natural and social facilities within a given geographical region which are used as out-of-school, student training centers, e.g., factories, forests, garages, mills.

[2] Experimental Schools Program Proposal, August 1973, pg. 2.

Union 58 is located in a geographical area which limits the utilization of neighboring community resource facilities. Therefore, Supervisory Union 58 must rely heavily upon the identification and utilization of local community resources; natural, social, and human.[3]

CAREER/VOCATIONAL PROGRAM

The Union 58 ESP project career/vocational program has incorporated several instructional strategies and learning experiences into it's design to develop student awareness, to provide for student exploration of diverse occupations, to assist students in making intelligent and informative career decisions, and to provide students with 'on-the-job' training which effects skills development.

The K-12 program consists of career awareness lessons, career counseling, career seminars, field trips, guest speakers, mini courses, training site pre-placement seminars, and training site placement.

Both natural and social resources have been used as lesson materials, as field trip sites, as student training sites, and as community study sites.

Community inhabitants representing a wide variety of educational backgrounds, occupations, and skills development/training have been directly involved in both the development and implementation of the career/vocational education program as.

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[3] Natural environmental resources: non-man made phenomena found within the boundries of a given geographical area, e.g., forests, lakes, marshes, mountains.

Social environmental resources: man-made phenomena found within the boundries of a given geographical area, e.g., bridges, dams, factories, homes, stores.

Human environmental resources: the people who live and work within the boundries of a given geographical area.

PROGRAM ORGANIZATION

A continuous, integrated and sequential process through the grades

In-depth awareness/exploration/skills development/experiences within the grade(s)

K	1

Theme: SELF AWARENESS

1	2	3

Theme: AWARENESS OF COMMUNITY HELPERS

3	4	5	6

Theme: AWARENESS OF THE WORLD OF WORK

(K-6: .Awareness lessons
.Field Trips
.Guest speakers)

7	8

Theme: CAREER AWARENESS EXPLORATION

.Career Seminars
.Awareness/exploration lessons in cluster areas
.Career guidance/counseling

Theme: CAREER AWARENESS/EXPLORATION/ SKILLS DEVELOPMENT

9	10	11	12

.Mini Course
.Career Seminars
.Awareness/exploration lessons in cluster areas
.Worksite placement for exploration and hands-on skills development/experience.

.guest speakers into classrooms

.field trip site guides

.teacher in-service training consultants

.mini course instructors

.training site supervisors

.post-secondary adult education instructors

TRAINING SITE PROGRAM

By placing selected students at community resource sites, the program has taken advantage of both physical and human site resources and has incorporated them directly into the school curriculum. As a result, skilled community craftsmen/tradesmen now function in the capacity of 'off-campus' instructors; working directly with high school students and evaluating their skills development progress.

The incorporation of community site resources into the school curriculum has resulted in an expansion of vocational courses and skills development experiences made available to students. Site facilities are also used to supplement the limited vocational education facilities of the schools - at no additional cost.

Ideally, training site placement would benefit each and every student interested in pursuing a specific vocational career, but realistically, there are both financial and physical limitations which restrict the number of students that can be placed at area sites - at any given time. Thus, for practical purposes, there is a need to determine each student's training site placement 'entry level abilities'.

The key to site placement is learning through experience. The ultimate determinate of the value of student site placement is: has the student developed and applied new skills within the context of a site experience? In order to determine the instructional value of a given site,

you must first determine the abilities and skills which a student brings to the site. Once the student's 'entry level abilities' are identified and diagnosed, it becomes the responsibility of a vocational placement coordinator to identify the objectives and specific skills acquisition activities which a given site can offer to an interested student.

ENTRY LEVEL ABILITIES

"Entry level abilities" simply defined means: those interests and skills - related to a specific vocational occupation - which a student possesses at the time that he/she is placed at a training site.

There are several testing instruments which can be used in assessing entry level abilities in a wide range of vocational occupations. Among the commercial instruments on the market are: Bookkeeping Achievement Test: Business Education Achievement Test Series (Psychological Corporation, McGraw-Hill Book Company, Inc.); General Business Achievement Test: Business Education Achievement Test Series (Psychological Corporation, McGraw-Hill Book Company, Inc.); Electrical Sophistication Test (Psychometric Affiliates); Mechanical Handyman Test (Public Personnel Association); Ohio Welding Achievement Test (Instructional Materials Laboratory, Ohio State University); Short Occupational Knowledge Test for Auto Mechanics (Science Research Associates, Inc.); Short Occupational Knowledge Test for Carpenters (Science Research Associates, Inc.); and the Short Occupational Knowledge Test for Plumbers (Science Research Associates, Inc.).

With test data in hand, the vocational placement coordinator is in a position to sit down with the student, as well as the guidance counselor, and discuss the individuals strengths and weakness pertaining to a specific vocational interest area. This test data will also be beneficial information for meetings with site supervisors - for purposes of establishing and stating site goals and objectives. (See Appendix A)

PLACEMENT PROCEDURES

There are certain procedures that should be followed when students are to be placed at area resource sites.

It should be noted that the vocational placement coordinator should work closely and cooperatively with the guidance counselor(s). The placement of students at training sites should be a cooperative venture - involving all school personnel who possess a keen knowledge of the individual student's abilities, attitudes, interests, and personal goals.

1. Determine each student's 'entry level abilities' related to vocational site placement.

2. Student pre-placement site visit; to meet with the site supervisor and placement coordinator to discuss site opportunities and to tour the facility.

3. Development of site placement training goals and objectives - to involve the site supervisor.

4. Training site placement agreement involving the student, the site supervisor, parents, the building principal, and the placement coordinator.

5. Student placement at a community site - for purposes of 'on-the-job' training and skills development.

6. Periodic student/site evaluations by the student and site supervisor.

REMARKS

Trairing sites expanc the existing instructional facilities of any given school and also provide students the opportunity to learn marketable vocational skills in real world-of-work situations.

For those juniors and seniors who are placed at area training sites, they are provided the opportunity to work side-by-side with skilled craftsmen/tradesmen and to learn while doing.

Over the period of the last three years, the Union 58 ESP project has placed well over seventy-five students at area sites. The test of

the pudding is in the eating, and the best evaluations regarding the instructional value of site placement and experiences come directly from those students involved. In their opinion, training site placement experiences get them ready for the kinds of jobs they want when they get out of school. They find the placement experiences very interesting and instead of just showing them how to do something, site supervisors let them do the 'work' and tell them how to do it in the process. It is apparent, from several student comments, that hands-on activities are valuable learning experiences; that the individual has the opportunity to apply all of his abilities and skills (manipulative and psychomotor as well as academic) to the immediate task(s).

APPENDIX A

TRAINING SITE PLACEMENT FORMS

Student Application
Training Site Placement

____ Exploratory ____ General ____ Vocational

NAME: _____ DATE: _____
Last First Middle

ADDRESS: _____
Number Street Town State Zip

TELEPHONE: _____

Grade Level: 10 11 12 SS. #: _____ ___ Male ___ Female

Age: _____

Do you have your own transportation? ___ Yes ___ No

Remarks: _____

Have you arranged for definite employment for the next school year or semester? ___ Yes ___ No

If yes, Employer: _____ Location: _____

Type of work: _____

If not currently employed, type of work desired: 1. _____
2. _____
3. _____

Available for Training: (Please check)

___ Afternoon ___ Evening

___ Saturday ___ Sunday

Previous Employment - Begin with most recent position			
Month and Year	Name and Address of Employer	Job Title and Duties Performed	Salary
From To	Name Address		
From To	Name Address		
From To	Name Address		

List school and outside activities: _____

_____

Describe any physical limitations: _____

_____

_____

Father's Name: _____ Employer: _____

Telephone No.: _____

Mother's Name: _____ Employer: _____

Telephone No.: _____

Why are you applying for the ESP training site program? _____

_____

_____

_____

What are your plans after high school graduation? _____

_____

_____

_____

EXPERIMENTAL SCHOOLS PROGRAM

CAREER/VOCATIONAL EDUCATION

Dear Parent:

_____ has indicated a desire to enroll in the ESP student training site program with an interest in _____ _____. Should he or she be selected, successful completion will depend to a large degree on the support which you are willing to give this program. In order that you become better acquainted with the program, please note the following information:

1. The student training site program is designed to:
   a. promote the development of skills necessary in a given occupation.
   b. orient the student to the world of work.
   c. provide exposure to a student's occupational choice.
   d. provide an experience for the student in order to compare the student's abilities and interest with that of a given occupation.

2. The student will be required to carry a minimum course load in school.

3. Site placement selection is based upon student interests, grades, attitudes, availability or transportation and school schedules.

4. Availability of credit depends entirely upon the discretion of the building principal who must meet the standards set forth by the State Department of Education.

5. If you desire further information on the training site program, contact me at _____.

Sincerely,

(Career/Vocational Education Coordinator)

EXPERIMENTAL SCHOOLS PROGRAM

CAREER/VOCATIONAL EDUCATION

Date: _____

Dear Parent:

Your son/daughter will be participating in a vocational training program at _____ High School. Enclosed for your information is a description of the program along with related responsibilities of people involved in the program.

Some training site supervisors require a signed statement from the parents indicating that all liability is waived from the supervisor. Below is a Parent Release Form.

If it meets your approval, sign the form and return to me. Thank you for your cooperation.

Sincerely,

Career/Vocational Education Coordinator

****

PARENT RELEASE FORM

Date: _____

I, hereby waive all liability from the school and training site supervisor for the period of time my son/daughter will be spending with the supervisor. I understand that the training site experience is part of the school program.

Is your son/daughter covered by insurance? Yes ___ No ___

If yes, what is the name of the insurance company? _____

_____

SIGNATURE OF PARENT: _____

EXPERIMENTAL SCHOOLS PROGRAM
CAREER/VOCATIONAL EDUCATION

TRAINING AGREEMENT

Student's Name _____ Birth Date _____ Age ___

Student's Address _____ Telephone _____

Name of School _____ Telephone _____

Name of Training Station _____ Telephone _____

Address of Training Station _____

Name of Training Sponsor _____ Position _____

Dates of Training Period: From _____ To _____

Average Number of Student Training Hours per Week _____

Responsibilities of the Student:

1. The student will keep regular attendance, both in school and at the site, and cannot train on any school day that he fails to attend school. The student will notify the school and employer if he/she is unable to report.

2. The student's training will be terminated if he/she does not remain in school.

3. The student will show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, good dress and a willingness to learn.

4. The student will consult the vocational coordinator about any difficulties arising at the training site.

5. The student will conform to the rules and regulations of the training site.

6. The student will furnish the vocational coordinator with all necessary information and complete all necessary reports.

Responsibilities of the Parents:

1. The parents will encourage the student to effectively carry out his/her duties and responsibilities.

2. The parents will share the responsibility for the conduct of the student while training in the program.

3. The parents will be responsible for the safety and conduct of the student while he/she is traveling to and from the school, the training site and home.

Responsibilities of the Training Sponsor:

1. The training sponsor will endeavor to train the student for at least the minimum number of hours each day and each week for the entire agreed training period.

2. The training sponsor will adhere to all Federal and State regulations regarding employment, child labor laws, minimum wages and other applicable regulations.

3. The training sponsor will see that the student is not allowed to remain in any one operation, job, or phase of the occupation beyond the period of time where such experience is of educational value.

4. The training sponsor will consult the vocational coordinator about any difficulties arising at the training site.

5. The training sponsor will provide experience for the student that will contribute to the attainment of the career objective(s).

6. The training sponsor will assist in the evaluation of the student.

7. The training sponsor will provide time for consultation with the vocational coordinator concerning the student.

8. Avoid subjecting the student to unnecessary hazards.

Responsibilities of the Vocational coordinator:

1. The vocational coordinator will coordinate related classroom instruction and on-site training to improve job performance and to better prepare the student for his occupational career objective(s).

2. See to it that classroom instruction related to training site experiences is provided.

3. Make periodic visits as necessary to the training site; to observe the student and to consult with the employer and training sponsor.

4. Assist in the evaluation of the student.

This agreement may be terminated by mutual consent of the training sponsor and the vocational coordinator.

_____
(Date)

_____ _____
(Student) (Training Sponsor)

_____ _____
(Parent) (Vocational Coordinator)

Approved by: _____
(Building Principal)

STUDENT TRAINING SITE REPORTING FORM

NAME: _____ REPORTING PERIOD: _____

TRAINING SITE: _____

ACTIVITIES: List your training site activities for each of the following days.

	# of hours
MONDAY:	_____
TUESDAY:	_____
WEDNESDAY:	_____
THURSDAY:	_____
FRIDAY:	_____
SATURDAY:	_____

(Submit this completed form to the ESP vocational coordinator or to your guidance counselor)

EXPERIMENTAL SCHOOLS PROGRAM
Career/Vocational Education

Student Training Site Placement Program

SAMPLE

NAME OF STUDENT:

SCHOOL:

HOURS OF TRAINING: From: To:

PAY:

PERIOD OF TRAINING SITE PLACEMENT:

LOCATION:

SUPERVISOR:

OBJECTIVES:

1. Know how to properly clean an engine.
2. Know how to wash the exterior of a motor vehicle.
3. Know how to inspect a vehicle for the bi-annual State Inspection with respect to:
   a. Front headlights
   b. Rear tailights
   c. Directional lights
   d. Tires - use of tire gauge
   e. Inspect front-end
   f. Horn
   g. Windshield wipers
   h. Brake linings
   i. Parking brake
4. Know how to repair each of the above (3a - 3i) if found defective.
5. Know how to properly use touch-up paint.
6. Know how to shampoo and clean interior.
7. Know how to remove floor mats.
8. Know how to mount new tires.
9. Know the possible problem areas if tires show signs of excessive wear.
10. Know how to detect defective or worn shock absorbers.
11. Know how to install a new set of shock absorbers.
12. Know the signs of exhaust system failure.
13. Know how to remove and install an exhaust system.
14. Know how to fill holes or cracks with fiberglass.
15. Observe and be able to describe the process of repairing a radiator with a specific problem.
16. Know how to 'tune-up' an engine.
17. Know how to properly use and care for the tools used in the above areas.
18. Know how to properly lubricate hinges and locks in doors.

EVALUATION: Students are required to complete at the end of the week a Student Weekly Evaluation Form describing what they observed during the week. Also, students are required to complete the Student Training Site Evaluation Form regarding their impressions of their experiences. The supervisor will complete an Employers Rating of Training Performance regarding the supervisor's impressions of each student.

EXPERIMENTAL SCHOOLS PROGRAM
Career/Vocational Education

Student Training Site Placement Program

SAMPLE

NAME OF STUDENT:

SCHOOL:

HOURS OF TRAINING: From: To:

PAY:

PERIOD OF TRAINING SITE PLACEMENT:

LOCATION:

SUPERVISOR:

OBJECTIVES:
1. Assist in dressing and undressing patients.
2. Take and record temperatures, pulse, and respirations.
3. Assist with transporting of patients.
4. Bathe bed patients or assist in bathing patients in bath-tub or shower.
5. Give lotion or alcohol rubs.
6. Clean and cut patients nails.
7. Assist with cleaning teeth.
8. Comb hair.
9. Feed infirmed or ill patients.
10. Assist other patients with their meals and provide between meal nourishment.
11. Passes and empties bed pans.
12. Keeps records of patient intake and output when ordered.
13. Answers signal light or bell and delivers messages.
14. Cleans rooms in patient areas and equipment daily or as often as needed to maintain a high sanitary standard.
15. Changes bed linens on bed.
16. Cleans linen closets and medicine cabinets, also diet kitchens.
17. Cleans and sterilizes instruments and equipment.

EVALUATION: Students are required to complete at the end of the week a Student Weekly Evaluation Form describing what they observed during the week. Also, students are required to complete the Student Training Site Evaluation Form regarding their impressions of their experiences.

The supervisor will complete an Employers Rating of Training Performance regarding the supervisor's impressions of each student.

SAMPLE

SITE SUPERVISOR'S TRAINEE EVALUATION FORM

Please indicate your perception of student success in reaching the following objectives by circling the number of the rating scale that best applies.

KEY:
1. Indicates complete success in meeting the objective.
2. Indicates some success in meeting the objective.
3. Indicates lack of success in meeting the objective.
4. Indicates failure to meet the objective.
5. Indicates no attempt to meet the objective.

1. 1 2 3 4 5 Become aware that student's at this age level are individuals with differing personalities and abilities.

2. 1 2 3 4 5 Learn how to work with children individually and in groups.

3. 1 2 3 4 5 Be able to organize and write a lesson plan.

4. 1 2 3 4 5 Given a classroom activity, the trainee will be able to observe growth in learning.

5. 1 2 3 4 5 Become acquainted with the duties and responsibilities of a classroom teacher.

6. 1 2 3 4 5 Become familiar with the methods of teaching young children.

7. 1 2 3 4 5 Become familiar with the educational and personal qualifications of a professional teacher.

ABOUT THE AUTHOR

Dr. Richard O. Peters has been director of the New Hampshire School Supervisory Union 58 EXPERIMENTAL SCHOOLS PROGRAM (ESP) project since its inception in July 1973 .

As director, Dr. Peters has been directly involved in the development, implementation, and evaluation of the project's Kindergarten through grade twelve career/vocational education program .

Since the Spring of 1975, Dr. Peters and the project's Level I Evaluator have been involved in conducting short term longitudinal studies - in an effort to determine the career/vocational education program's effect(s) on student career awareness and career maturity (decision making) development .

As a result of this study, Dr. Peters developed and presented a research paper at the annual convention of the American Educational Research Association (AERA) in San Francisco (1976) . The paper is entitled: "The Utilization of Natural, Social, and Human Community Resources in the Process of Student Career Awareness Development" .

Dr. Peters has developed career education oriented reports for several ERIC centers. Among the reports are:

- "Career Education and the Rural School Curriculum," Resources In Education, January 1976 ED 110 638
- "Career Education Instructional Materials Guide for Teachers: Kindergarten Through Grade Twelve," Resources In Education, January 1976 ED 110 723